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or than conditions (79 f.), amplified later in Chapter VII (87-95). No other portion of the investigation impresses the reviewer so thoroughly with the author's clearness of thought as the formulation of these criteria, which must be studied with utmost care for proper appreciation; space prevents their enumeration here.

In the classification of examples the author takes the sane view that another scholar would doubtless classify some of her examples differently, but that the essential validity of her classification would not thereby be affected, since the greatest number of them would remain as she has placed them. In fact, she says, she has weakened her case by conservatism, rather than open the way to hostile criticism (159), and has classed, as probable instances merely, a number of clauses where others see certain examples of the indicative in indirect questions. In view of this, the reviewer is not inclined to enter into a discussion of some few passages where he would interpret in a different way, but wishes to express his sense of satisfaction with the investigation as one careful in method and in execution and answering in advance the criticisms which might be aimed at it.

The following results might be enumerated:

(1) The indicative occurs in a considerable number of indirect questions at all periods and in all styles.

(2) It is therefore unjustifiable to emend from our texts such indicatives where they are confirmed by the manuscript tradition.

(3) Further, the copyist of a manuscript would be more likely to change an indicative in an indirect question to a subjunctive, than to make the reverse change, so that our texts are more likely to have lost indicative indirect questions than to have gained them by the errors of the scribes.

(4) The indicative in the indirect question is more common in conversational and inelegant styles than in literary and elegant styles.

(5) The indicative in the indirect question occurs more often in early and in late Latin than in the Ciceronian and early Imperial times.

(6) It is not an archaism nor is it a Grecism, though its use in some writers (e. g. in certain Christian writers) may have been favored by the identical construction in Greek.

(7) The indicative in the indirect question is found, in the Republican and Augustan periods, almost exclusively in clauses which depend on primary tenses; later, it occurs not too infrequently depending on secondary tenses.

(8) It is quite possible that the indicative used in indirect questions of fact in the Romance Languages is based upon a genuine popular Latin use, despite Meyer-Lübke, *Grammaire des Langues Romanes*, § 665.

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THE COLLEGE TEACHER OF LATIN

Professor Knapp's comments, in THE CLASSICAL WEEKLY 14.161-162, upon an article entitled A

Course of Study for the Training of College Teachers of Latin, contributed by Professor Frederick M. Foster, of the University of Wyoming, to School and Society 13. 268-270, have interested me greatly. I have often thought, from my own experience, that some work in methods of teaching, and some practice-teaching would be very helpful to the graduate student who has never taught. Possibly as much time as is given ordinarily to two one-term courses might be used for the purpose. I am ready also to admit that the student, trained as Professor Foster would have him trained, might, *ceteris paribus*, get on better in his teaching for the first year or two. So far I will go with Professor Foster, but no further.

A College teacher must of course have a respectable command of his subject. He ought to be able to bring to his students new material, his own ideas. He ought to be master of some general field. He ought to be able to criticize intelligently the opinions set forth, and the statements of fact made, in the text-books which his students use. Mr. Foster's course could not put a man in such a position. At best he might become an interesting dealer-out of other men's opinions. Mr. Foster wants interesting teaching; but a man who does not command his field can hardly be vitally interesting. He can hardly be interested himself, since he is simply accepting and transmitting work done by others.

One detail I may add. It would be entertaining—whether it would be profitable or not—to see worked out a good course in Introduction to Methods of Research (Latin), such as Professor Foster talks about, which would run for one hour per week through one year, and should acquaint one with "the major fields of Latin research, such as epigraphy, paleography, text criticism, etc.". It would be a bowing acquaintance which would not be likely to ripen into intimacy.

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The *Rhetorica* of Philodemus. Translation and commentary, by Harry M. Hubbell. Transactions of The Connecticut Academy of Arts and Sciences, 23. 248-382. New Haven, Connecticut (September, 1920).

In the excavations at Herculaneum in the eighteenth century there were found numerous charred papyrus rolls which contained philosophical and rhetorical writings of the Epicurean School. These were largely works of Philodemus, a native of Gadara, a disciple of Zeno at Athens, and a client of Piso at Rome. Philodemus seems to have been active in literary circles at Rome and to have known Horace, Vergil, Varius, and Quintilian, and to have influenced their writings, (this view recent investigation makes probable). He is also the Epicurean philosopher attacked by Cicero in his *Oratio In Pisonem*.

The fragments of the *Rhetorica* have been collected in the edition of Sudhaus. They are in a wretched state of preservation and present great difficulty to the interpreter. Professor Hubbell in this work aims to give "a systematic presentation of the rhetorical fragments of Philodemus, with an interpretation of the more important passages". The author disclaims finality in the interpretation because of the imperfect condition of the text, and essays a paraphrase rather than a translation. He is to be thanked for attempting this task of such difficulty. His work will be of interest and value to scholars in this field.

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